|  |  |  |  |
| --- | --- | --- | --- |
| **Title:** Music of Mozart | | Instructor: Nelle Keeley | |
| School: Fuller Elementary | | WCPSS email: nkeeley@wcpss.net | |
| Music Literacy Essentials | | I.M.L1 – I.M.L2 | |
| Level of Learner:  3rd Grade | Length of Unit/Lesson:  40 minutes | | Setting designed for:  Elementary Orchestra Class |
| **Essential Standards:** I.ML .1 Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression. I.ML.2 Interpret the sound and symbol systems of music.   * **Common Core Standards**: [CCSS.ELA-Literacy.RL.3.1](http://www.corestandards.org/ELA-Literacy/RL/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.[CCSS.ELA-Literacy.W.3.1](http://www.corestandards.org/ELA-Literacy/W/3/1/) Write opinion pieces on topics or texts, supporting a point of view with reasons | | | |
| **Instructor Materials:** laptop and projector, Essential Elements Book 1 for Strings | | | |
| **Content Vocabulary**: quarter note, quarter rest, beat, composition | | | |
| **Academic Vocabulary:** composition, prodigy, value, symbol, variation | | | |
| **Lesson Objective:** Students will demonstrate performance of a musical work adapted by W.A. Mozart. Through the use of quarter notes and quarter rests, and notation of words to a familiar nursery rhyme, students will perform a musical rendition of the work that Mozart adapted with theme and variations. Students will then create their own variation of the song on their violins. | | | |
|  | | | |
| **Resources for this unit lesson:** Youtube segment of young performers, prodigies, playing violin. Recording of Mozart’s Theme and Variations on “Twinkle,Twinkle,Little Star”. Essential Elements for Strings, Bk.I | | | |

**Lesson**

**Teacher Input**:

Read to the class a brief biography of Mozart. Have the class read the section on Mozart in their Essential Elements book. Discuss what it means to be a child prodigy. Show a short segment of a child prodigy musician.

Tap the rhythms of several nursery rhymes/songs and have students try to guess the rhyme/song. Example: Jack Be Nimble, Humpty Dumpty, Jack and Jill. Finally, tap the rhythm of Twinkle. When students guess it, have them tap the beat, then the rhythm. In this rhyme, the rhythm and the beat are similar, except for the rests. Have one group clap the words and one group snap the rests.

**Guided Practice**:

Students can write the rhythm of the piece on the board, one phrase at a time. Guide students to recognize the rhythmic similarities of each line.

**Independent Practice**:

Now play the rhythm of the song on the open D string, then the open A string. Now play the actual melody on the D and A string in your Essential Elements book. Using the notes of the song, students may then change the rhythm of the piece, by selecting a given rhythm (by the teacher), in order to create a variation of the song (ie. Mississippi hot-dog rhythm)

**Assessment of student understanding:**

Students will perform their rhythmic variations for the class in small groups. Does the given rhythm fit the melody?

**Closure**:

Listen to a recording of Mozart’s Theme and Variations on Twinkle, Twinkle, Little Star played on the piano.

**Extension**:

For homework, and for those students wanting to extend their knowledge of Mozart and the concept of a child prodigy, ask students to write a description of why they do or do not believe that Mozart was a prodigy, based on listening to the Theme and Variations.